

DERIVATION AND INFLECTION INACCURACIES: A MORPHOLOGICAL ERROR MATRIX FOR IMPROVING ARABIC WRITING COMPETENCE IN THE PESANTREN CONTEXT

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Abstract

This study aims to identify and analyze morphological errors found in students' weekly insha' writings within the Pesantren (Islamic boarding school) environment. These errors, especially in derivation (ishtiqaq) and verb conjugation (taṣrif), indicate limited consolidation of essential sharf principles. Despite the consistent implementation of weekly insha' activities, dominant error patterns persist, revealing a gap between morphological theory and actual language use. Data were collected from students' written works, semi-structured interviews with teachers and learners, and classroom observations to capture the teaching learning context. A qualitative content analysis was applied using a deductive-inductive coding process to classify errors into categories such as incorrect fi'l forms, wazn inconsistencies, and misuse of ism patterns violating sharf rules. A morphological error-tracking matrix was designed to map and interpret these morphological deviations systematically. The findings demonstrate that limited contextual reinforcement and lack of applied practice contribute to recurring errors. Consequently, this study highlights the need to reorient sharf instruction toward integrative and practice-based approaches, with the morphological error-tracking matrix serving as both diagnostic and pedagogical innovation.

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Keywords:

Arabic Morphology; Writing Error Analysis; Verb Conjugation Patterns.

ملخص

تهدف هذه الدراسة إلى تحديد الأخطاء الصرفية وتحليلها كما تظهر في كتابات الإنشاء الأسبوعية لدى طلاب المعاهد الإسلامية. وتعدّ هذه الأخطاء، خاصة في مجال الاشتقاق وتصريف الأفعال، دليلاً على ضعف إتقان القواعد الأساسية لعلم الصرف. وعلى الرغم من الانتظام في تنفيذ أنشطة الإنشاء الأسبوعي، ما تزال أنماط الأخطاء السائدة مستمرة، الأمر الذي يكشف عن فجوة بين النظرية الصرفية والاستخدام اللغوي الفعلي. جمعت البيانات من كتابات الطلاب، والمقابلات شبه المهيكلية مع المعلمين والمتعلمين، والملاحظات الصفية لتصوير سياق التعليم والتعلم. وقد استخدم تحليل المحتوى النوعي لتصنيف الأخطاء إلى فئات مثل: صيغ الأفعال الخاطئة، واضطراب الأوزان، وسوء استعمال أنماط الأسماء المخالفة لقواعد الصرف. وصُممت مصفوفة لتتبع الأخطاء الصرفية بهدف رسم خريطة منهجية لتلك الانحرافات وتحليلها. وتُظهر النتائج أن محدودية التعزيز السياقي ونقص الممارسة التطبيقية يسهمان في تكرار الأخطاء. وبناءً على ذلك، تؤكد هذه الدراسة ضرورة إعادة توجيه تعليم الصرف نحو مقاربات تكاملية وتطبيقية، مع اعتماد مصفوفة تتبع الأخطاء الصرفية كابتكار تشخيصي وتربوي في آنٍ واحد.

كلمات أساسية: الصرف؛ تحليل الأخطاء الكتابية؛ أنماط تصريف الأفعال.

Introduction

In learning Arabic in an Islamic Boarding School, insha' material is one of the important means for students to apply language skills productively, especially in writing skills.¹ However, students have difficulty in understanding the patterns of word formation (ishtiqaq) as well as changes in the form of verbs according to time, type of perpetrator, and number (taṣrīf), which has a direct impact on the accuracy and precision of meaning in their writing, leading to recurrent misuse of forms and weakened expressive ability.² On the other hand, morphological skills are an important foundation in building correct and meaningful writing skills.³ Therefore, it is important to examine in depth the types of errors that occur in the writings of students and the factors behind these morphological inaccuracies, so that the evidence-based pedagogical solutions can be formulated in learning Insha' in Pesantren setting.⁴

In Arabic linguistics, isyṭīqāq is a branch of science that deals with the formation of words from a single root (جذر) through certain patterns to produce various words with adjacent semantic meanings. This concept reflects the richness of the Arabic morphological system that allows a single root word to produce many derivations, such as كُتِبَ which gives birth to the words كُتِبَ, كَاتَبَ, مَكْتَبَ, and مَكْتُوبَ, each representing distinct, yet semantically linked, morphological outcomes. They are part of derivative morphology and show the relationship of meaning in the lexical network of Arabic.⁵ Meanwhile, taṣrīf is the science that deals with changing the form of words (usually verbs and nouns) to show differences in time, aspect, number, gender, and doer. taṣrīf focuses more on the grammatical flexibility of a word in a syntactic context, such as the change of كُتِبَ (he is a man who has written) to يَكْتُبُ (he is writing), or كَتَبْنَ (you women have written). Thus, taṣrīf serves as an inflection system in Arabic morphology.⁶

¹ Zainul Arifin et al., "An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2023): 77–89, <https://doi.org/10.31538/ndh.v8i1.3237>.

² Ismail Suardi Wekke, "Arabic Education and Modern Learning Construction in Muslim Minority Islamic Boarding School in Indonesia," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 2 (2018): 66, <https://doi.org/10.24042/albayan.v10i2.3111>.

³ Sri Dewi Priwati Siregar et al., "Arabic Writing Skills Teaching Materials Based on Graphemics for Autistic Students," *Asian Education and Development Studies* 14, no. 3 (2025): 495–517, <https://doi.org/10.1108/AEDS-08-2024-0171>.

⁴ Eka Fitria Fidayani and Farikh Marzuki Ammar, "The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (2023): 25–45, <https://doi.org/10.31538/nzh.v6i1.2866>.

⁵ Iyad Issa, "Morphological Complexity in Arabic Spelling and Its Implication for Cognitive Processing," *Journal of Psycholinguistic Research* 52, no. 1 (2023): 331–57, <https://doi.org/10.1007/s10936-022-09896-2>.

⁶ Janet C. E. Watson, "Arabic Morphology: Inflectional and Derivational," in *The Cambridge Handbook of Arabic Linguistics*, 1st ed., ed. Karin Ryding and David Wilmsen (Cambridge University Press, 2021), <https://doi.org/10.1017/9781108277327.018>.

More than just a grammatical transformation, taṣrīf functions as a crucial mechanism for preserving the precision of meaning and syntactic structure in Arabic expression, both in oral and written forms. Mastery of taṣrīf ensures that verbal and nominal constructions convey accurate temporal, numerical, and gender-related information, thereby preventing semantic confusion and structural ambiguity.⁷ In educational contexts such as the pesantren, where students engage intensively with classical Arabic texts (kutub al-turāth), the correct application of taṣrīf becomes indispensable. Inaccuracies in conjugation or inflection not only distort textual interpretation but also impede students' ability to construct coherent and meaningful discourse in their own writing. Therefore, understanding taṣrīf not merely as a mechanical rule but as a foundational component of morphological competence is essential for developing accurate and meaningful Arabic writing and reading skills.⁸

As a form of concern for the quality of Arabic language learning in the pesantren environment, especially in the aspect of morphology (sharf), this study aims to identify forms of errors in the Arabic derivation and conjugation of words carried out by students in the text of writing insha'.⁹ With the sharfiyah approach, this study seeks to provide a comprehensive overview of the most dominant types of errors, both in the formation of words from the root, and in the change of the form of verbs according to the rules of tashrīf.¹⁰ In addition, this study also aims to examine the factors that cause the occurrence of these errors in the context of learning, including gaps in theoretical mastery, insufficient practice-based reinforcement, and weak integration between morphological instruction and writing activities.¹¹ It is hoped that the results of this research can be a foothold for teachers in developing a morphology learning approach that is more applicable, contextual, and in accordance with the needs of students, as well as a reflection material for students in improving the accuracy of word forms and the sharpness of their written expressions in Arabic.

⁷ Agus Yasin et al., "Implementasi Model Pembelajaran Kooperatif Dalam Meningkatkan Kemampuan Membaca Dan Menulis Bahasa Arab Pada Siswa Sekolah Dasar," *EduInovasi: Journal of Basic Educational Studies* 4, no. 2 (2024): 1517–30, <https://doi.org/10.47467/edu.v4i2.4435>.

⁸ Abeer Shahbari-Kassem et al., "Development of Morphological Awareness in Arabic: The Role of Morphological System and Morphological Distance," *Reading and Writing* 38, no. 8 (2025): 2235–67, <https://doi.org/10.1007/s11145-024-10581-0>.

⁹ Norlaila Norlaila et al., "Students' Difficulties In Arabic: A Study Of The Background Of Students Arabic Language Education," *Ijaz Arabi Journal of Arabic Learning* 8, no. 2 (2025), <https://doi.org/10.18860/ijazarabi.v8i2.32092>.

¹⁰ Musa and M. Abdul Ghofur, "Analysis of Twelfth Grade Students' Difficulties in Understanding Nahwu and Sharaf: A Case Study at Madrasah Aliyah Miftahul Ulum Al-Azizah," *International Journal of Islamic Thought and Humanities* 3, no. 2 (2024): 268–76, <https://doi.org/10.54298/ijith.v3i2.387>.

¹¹ Sovinaz and Achmad Tito Rusady, "Uncovering Arabic Language Errors in Conversational Context: An Analysis of Derivation and Inflection Aspects," *Alsinatuna* 8, no. 2 (2023): 172–86, <https://doi.org/10.28918/alsinatuna.v8i2.1745>.

Several previous studies have examined Arabic morphology from both linguistic and pedagogical perspectives. Neme and Laporte developed a comprehensive model of Arabic inflectional morphology that systematically classifies broken plurals based on the traditional notions of root and pattern, providing a taxonomy of 300 inflectional classes. Their work emphasizes the structural regularities of Arabic morphology and serves as a theoretical foundation for subsequent morphological analyses.¹² Similarly, Fashwan and Alansary constructed a morphologically annotated corpus and analyzer for Egyptian Arabic comprising over 239,000 annotated words. Their research highlights the importance of contextual tagging and morphological features such as proclitics, gender, number, and definiteness in improving computational analysis of Arabic.¹³ Furthermore, Haddad et al. proposed a probabilistic root–pattern bi-gram model that captures morphological relationships between roots and patterns across a large Arabic corpus. This data-driven approach contributes to resolving ambiguities in morphological parsing and enhances understanding of Arabic word formation from a cognitive perspective.¹⁴ In a pedagogical context, Amelia et al. investigated morphological errors in Arabic academic writing by female university students at Al-Raya University. Their findings revealed frequent mistakes in derivation, verb usage, and affix application, which significantly affect meaning clarity and linguistic accuracy.¹⁵ And Firtiyah found various forms of words with the formation process of derivation, affixation, and borrowing. Based on these findings, the formation of Arabic words in snack food products in Egypt continues to develop, so this study can contribute to fulfilling the need for new word formation in Arabic.¹⁶

Although many studies have investigated Arabic morphology from structural, computational, and pedagogical perspectives, most of them have concentrated on theoretical modeling, corpus development, or morphological analysis using digital tools. These studies have provided valuable insights into Arabic word formation and grammatical structure; however, they tend to overlook how morphological competence is enacted in actual writing tasks. In particular, research exploring

¹² Alexis Amid Neme and Éric Laporte, "Pattern-and-Root Inflectional Morphology: The Arabic Broken Plural," *Language Sciences* 40 (November 2013): 221–50, <https://doi.org/10.1016/j.langsci.2013.06.002>.

¹³ Amany Fashwan and Sameh Alansary, "A Morphologically Annotated Corpus and a Morphological Analyzer for Egyptian Arabic," *Procedia Computer Science* 189 (2021): 203–10, <https://doi.org/10.1016/j.procs.2021.05.084>.

¹⁴ Bassam Haddad et al., "PRo-Pat: Probabilistic Root–Pattern Bi-Gram Data Language Model for Arabic Based Morphological Analysis and Distribution," *Data in Brief* 46 (February 2023): 108875, <https://doi.org/10.1016/j.dib.2022.108875>.

¹⁵ Fitri Amelia et al., "Analysis of Morphological Errors in University Research Papers by Female Students of the Arabic Language Education Department at Al-Raya University," *Abjadiah: International Journal of Education* 10, no. 1 (2025): 197–209, <https://doi.org/10.18860/abj.v10i1.31693>.

¹⁶ Tika Fitriyah et al., "Word Formation in Arabic: A Morphological Analysis of Egyptian-Produced Snacks," *An Nabighoh* 25, no. 2 (2023): 163, <https://doi.org/10.32332/an-nabighoh.v25i2.7700>.

morphological errors in authentic Arabic compositions remains limited, especially within traditional learning environments such as pesantren where Arabic is both a subject and a medium of instruction. The lack of empirical studies examining the application of morphological rules particularly in derivation and verb conjugation, indicates a gap between theoretical understanding and practical writing performance. Therefore, this study seeks to fill that gap by analyzing morphological inaccuracies that appear in students' weekly insha' and by proposing pedagogical implications to strengthen Arabic writing competence in the pesantren context.

Thus, this research is not only relevant for addressing the real problems faced by students in writing Arabic morphologically, but also provides a theoretical contribution in enriching the study of morphological errors in the Pesantren environment, which has its own characteristics in the language acquisition process. The morphological approach used is expected to be able to open up new spaces in the analysis of language errors, as well as become the basis for developing more integrative, practice-oriented learning strategies that effectively link morphological theory and writing practice, in accordance with the needs and context of pesantren education.

Method

This study uses a descriptive qualitative approach to identify and analyse forms of morphological errors made by students in writing weekly insha' in the pesantren environment.¹⁷ The qualitative approach was chosen because it allows researchers to explore the phenomenon of language errors in depth in a natural context, as well as understand the dynamics of understanding and applying morphological rules by students.¹⁸ The main source of data for this study is the weekly insha' written document collected from middle-class students in Pesantren, which includes 36 fourth-year KMI students, whose Arabic proficiency level corresponds approximately to the CEFR intermediate range (A2–B1), with a focus on analysis of derivation errors (ishtiqaq) and verb conjugation (taṣrīf). In addition, the researcher also conducted semi-structured interviews with the morphology teacher and eleven students, as well as direct observation in the learning process, students' writing (insha'), to gain a contextual understanding of the factors that cause errors.¹⁹

¹⁷ John Gerring, "Qualitative Methods," *Annual Review of Political Science* 20, no. 1 (2017): 15–36, <https://doi.org/10.1146/annurev-polisci-092415-024158>.

¹⁸ Jerry W. Willis, *Qualitative Research Methods in Education and Educational Technology. Research Methods for Educational Technology* (IAP - Information Age Publishing, Inc, 2008).

¹⁹ Muhammad Ardianysah et al., "Quality Management Analysis in Non-Formal Arabic Language Educational Institutions Based on National Education Standards," *International Journal of Arabic Language Teaching* 6, no. 02 (2024): 213–27, <https://doi.org/10.32332/ijalt.v6i02.9447>.

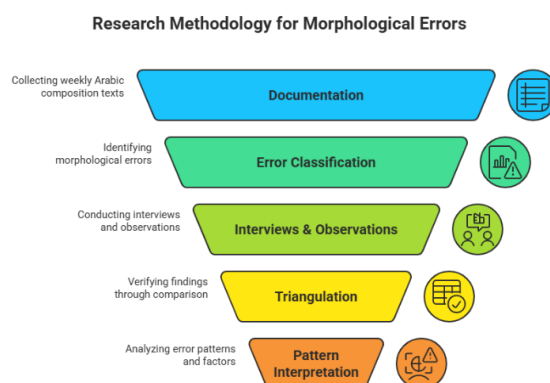


Figure 1. Research Methodology for Morphological Errors

The collected data were analyzed using a content analysis procedure through a systematic classification of morphological errors, including inaccuracies in fi'l māḍī, fi'l muḍāri' conjugation, incorrect wazan selection, and improper ism formation.²⁰ This classification was operationalized through a three-stage coding process: (1) open coding, in which all observable morphological deviations were systematically identified and listed; (2) axial coding, where these deviations were organized into derivation and inflection categories; and (3) selective coding, which focused on determining the most recurrent and pedagogically significant error patterns.²¹

The analysis was further conducted inductively to uncover recurring trends and to interpret the pedagogical and linguistic factors underlying the errors. To ensure the credibility and validity of the findings, data triangulation was employed by cross-examining students' written texts, interview transcripts, and field observation notes. Two raters independently evaluated all error entries, and disagreements were resolved through cross-check discussion until consensus was achieved. Through this methodological approach, the study aims to provide both empirical and pedagogical contributions to the development of contextual and applicable strategies for teaching Arabic morphology in Pesantren settings.²²

²⁰ Shiya Huang and Qing Ma, "A Systematic Review of Data-Driven Learning Research on Language Learning and Teaching for Pre-Tertiary Learners: Balancing Qualitative and Quantitative Research," *Learning and Individual Differences* 122 (August 2025): 102752, <https://doi.org/10.1016/j.lindif.2025.102752>.

²¹ Abhijnan Maji and Indrajit Ghosh, "A Systematic Review on Roundabout Safety Incorporating the Safety Assessment Methodologies, Data Collection Techniques, and Driver Behavior," *Safety Science* 181 (January 2025): 106661, <https://doi.org/10.1016/j.ssci.2024.106661>.

²² Cassie Wallwey and Rachel L. Kajfez, "Quantitative Research Artifacts as Qualitative Data Collection Techniques in a Mixed Methods Research Study," *Methods in Psychology* 8 (November 2023): 100115, <https://doi.org/10.1016/j.metip.2023.100115>.

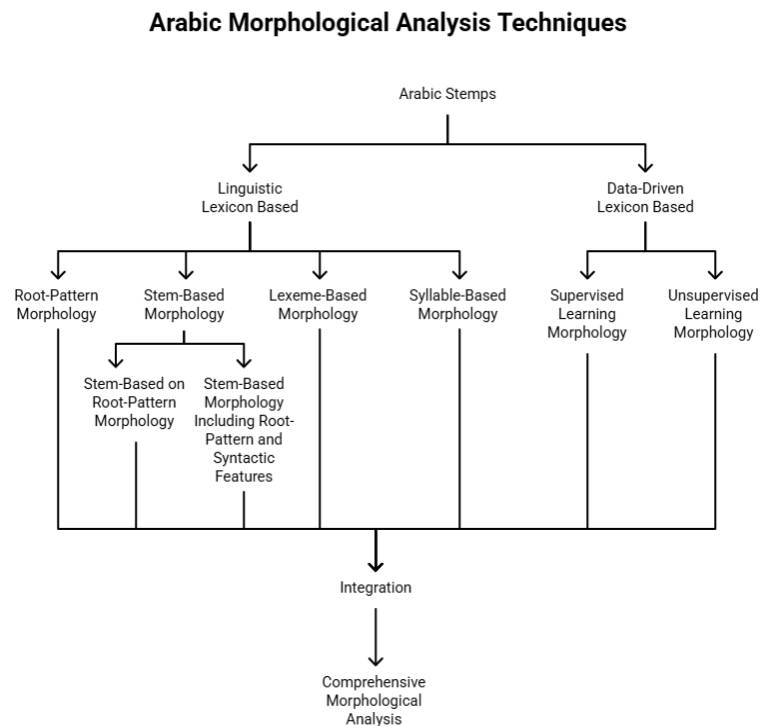


Figure 2. Suggested Classification of Arabic Morphological Analysis Techniques.

Result and Discussion

Definition of Morphology

Morphology is one of the main branches of linguistics that studies the internal structure of words, including the process of word formation through roots, patterns, and affixes (prefix or suffixes).²³ In Arabic, morphology has a central role as well as a major challenge in Arabic Natural Language Processing (ANLP), and a somewhat complex task. Because the structure of the word is non-linear (nonconcatenative), i.e. the word is formed through the insertion of the root (جذر) into a certain pattern (وزن), not just by adding affixes literally.²⁴ Therefore, understanding morphology is very important both in traditional linguistic analysis and in the application of language technology, such as the development of morphological analysis tools for teaching, translation, and natural language processing (NLP).

²³ Preecha Khanetnok et al., "Morphology: Word Formation in Linguistics," *International Journal of Sociologies and Anthropologies Science Reviews* 3, no. 1 (2023): 83–92, <https://doi.org/10.14456/jsasr.2023.9>.

²⁴ Ameerah Alothman and AbdulMalik Als Salman, "Arabic Morphological Analysis Techniques," *International Journal of Advanced Computer Science and Applications* 11, no. 2 (2020), <https://doi.org/10.14569/IJACSA.2020.0110229>.

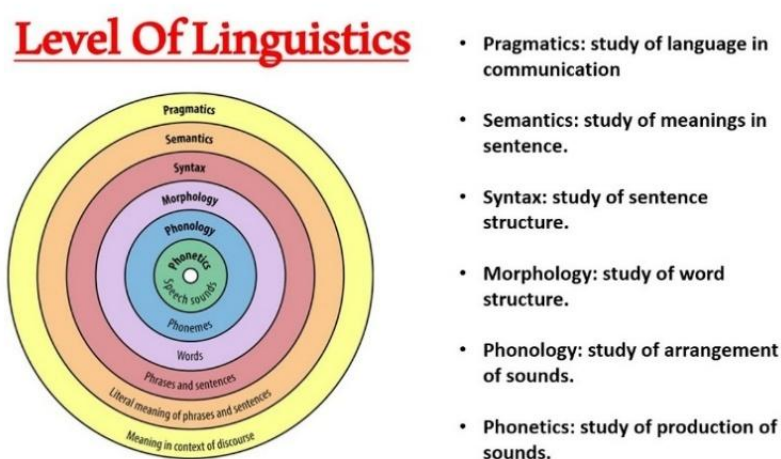


Figure 3. Linguistic Level

This figure supports the research by illustrating that morphology is a central link in the hierarchy of linguistic levels. Errors at this level, as identified in your study, directly influence both the form and meaning of students' Arabic writing. The diagram presents linguistics as layered concentric circles, starting from the innermost to the outermost levels: phonetics, phonology, morphology, syntax, semantics, and pragmatics. In this scheme, morphology is in the middle as a link between the sounds of language (phonetics and phonology) in the innermost part, and sentence structure and meaning (syntax and semantics) in the outer layer.²⁵ This position illustrates that morphology acts as an important bridge between the sound form of a word and its function or meaning in sentence structure and discourse context. This emphasizes the role of morphology in conveying complete linguistic information from the smallest unit (morpheme) to the level of communication of meaning in language.²⁶

Concepts and Patterns of Morphological Error Analysis

Morphological analysis is a linguistic process that aims to identify, break down, and understand the internal structure of words, especially in terms of the formation and change of word form based on morphemic elements such as roots (جذر), patterns (وزن), and affixes (prefixes and suffixes). In Arabic, this analytical process relies heavily on a root-pattern system in which words are formed from consonantal roots embedded into specific phonological patterns.²⁷ Through

²⁵ Kholova Madina Boboqulovna, "The Linguistic Levels: Classification, Characteristics, And Interrelationships," *International Journal Of Literature And Languages* 5, no. 4 (2025): 26–30, <https://doi.org/10.37547/ijll/Volume05Issue04-08>.

²⁶ Afiya Zia and David Johnson, "Morphological Study of Standard Arabic," *Advance Social Science Archive Journal* 2, no. 01 (2024), <https://www.assajournal.com/index.php/36/article/view/25>.

²⁷ Shofa Musthofa Khalid et al., "The Analysis of Semantic Grammatical Errors in Various Arabic Translations," *Arabi: Journal of Arabic Studies* 6, no. 1 (2021): 15, <https://doi.org/10.24865/ajas.v6i1.315>.

morphological analysis, each word, whether fi'l (verb) or ism (noun), can be broken down into its components to determine the basic meaning, syntactic function, and semantic relationship with other words that come from the same root. This analysis is crucial in learning Arabic because it helps learners understand the relationship between word structure and meaning, as well as improve accuracy in understanding and producing appropriate word forms in both oral and written contexts.²⁸

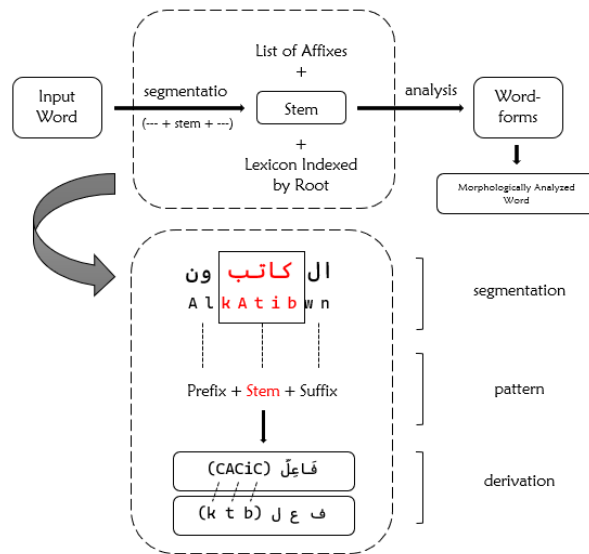


Figure 4. Root-Pattern Morphology Process

The image above illustrates the process of morphological analysis of Arabic based on the root-pattern system, which is closely related to the concept of ishtiqaq.²⁹ The word الكاتب is analyzed through a segmentation stage that separates the prefix (ال), the core of the word or stem (كتب), and the suffix (ون if it exists in the plural context). Then, the stem كاتب is matched to the فاعِل pattern (in CACiC format), and traced to the root ك-ت-ب which means "to write".³⁰ This process shows how derivative words are formed from a single root through the equivalence of certain patterns, according to the principle of ishtiqaq ṣaghīr, which is the formation of words that retain their basic letter structure and meaning. Thus,

²⁸ Marcel Bollmann and Anders Søgaaard, "Error Analysis and the Role of Morphology," *Proceedings of the 16th Conference of the European Chapter of the Association for Computational Linguistics: Main Volume*, Association for Computational Linguistics, 2021, 1887–900, <https://doi.org/10.18653/v1/2021.eacl-main.162>.

²⁹ Dominique Bobeck, "Is There Really Root-and-Pattern Morphology? Evidence from Classical Arabic," *Catalan Journal of Linguistics* 24, no. 1 (2025): 41–91, <https://doi.org/10.5565/rev/catjl.465>.

³⁰ Muhammad Yunus Anis et al., "Developing Creative Writing Process Based on the Translation of Arabic Phrases: Case Study in Arabic Prose and Poetry," *Journal of Narrative and Language Studies*, December 30, 2022, 20, <https://doi.org/10.59045/nalans.2023.3>.

this image not only illustrates the formal structure of the word, but also reinforces the importance of understanding isytiqāq in mastery of Arabic morphology to produce derivatives of words that have precise and contextual meanings.³¹

Analysis of Morphological Errors in Students' Weekly Insha'

In this study, the researcher focused on morphological analysis of the errors found in the writing of students' weekly essays. Morphology, as a branch of linguistics that studies the structure and formation of words, has an important role in ensuring the accuracy and fluency of Arabic, especially in productive contexts such as writing.³²

The students' weekly insha' texts were analyzed in depth to identify forms of errors that appeared at the word level. The identified errors were then systematically classified into three principal categories: 1) Errors in the form of fi'l (verbs), such as changes in the structure of verbs that violate the standard Arabic wazan (pattern) or the addition of inappropriate letters. 2) Errors in the form of ism (noun), such as errors in the plural, mutsanna, and ism form maqṣūr. 3) Misuse of the root word (أصل المادة), which is the use of inappropriate root letters, so as to form a new word that has no meaning or has a different meaning.

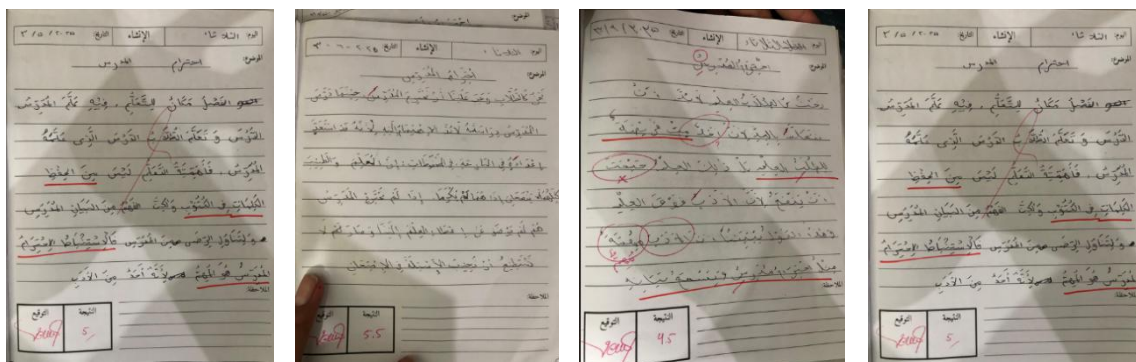


Figure 5. Student Writing Samples with Identified Morphological Errors

From the 36 data analyzed, 13 morphological error entries were obtained which are summarized in Table: Morphological Errors. This table is the only main and credible source of data in this study, because it is directly taken from the writings of the students who are the subject of the study. Each entry in the table is systematically arranged, including: incorrect word form, correct form, root (أصل المادة), type of error, linguistic explanation of error, and its impact on understanding or meaning.

³¹ Firda Aiza Nafisah, "Analysis of Syntax Error in The Preparation Book of Arabic Language Skills in The University," *LISANUNA: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 13, no. 2 (2023): 176, <https://doi.org/10.22373/lis.v13i2.20139>.

³² Alif Cahya Setiyadi et al., "Study of Differences in Arabic Lahjah: Dialectal Variations in Various Arab Countries," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (2024): 619, <https://doi.org/10.35931/am.v7i2.3659>.

Table 1. Morphological errors in the context of *fi'l*

Error	Right	Origin of the material	Error type	Error Statement	Impact
اهترمه	أَحْتَرَمُهُ	ح-ر-م	<i>Fi'l</i> (Verb)	There are two errors: writing the <i>ḍamīr</i> 'أنا' without the <i>hamzah</i> 'ء', and replacing the letter (ح) with (ه) in the root word.	The word becomes meaningless and confusing to the reader.
الرِّضَاةُ	الرِّضَا	ر-ض-ي	<i>Ism</i> (Noun)	The letter 'ا' at the end should not be there. 'الرضا' is <i>ism maqṣūr</i> and does not accept additional <i>ha'</i> .	Disrupting word structure and meaning.
الْكُتُوبُ	الْكُتُبُ	ك-ت-ب	<i>Ism</i> (Noun)	'الكتب' does not correspond to <i>wazan</i> . The valid plural form is 'الكتب'.	Confusing and non-standard.
الرِّضَى	الرِّضَا	ر-ض-ي	<i>Ism</i> (Noun)	The double letter 'ي' is unnecessary and structurally incorrect.	It looks awkward and unusual in writing.
يَقْهَمُنَا	يَقْهَمُنَا	ف-ه-م	<i>Fi'l</i> (Verb)	There are wrong <i>tashdid</i> and <i>harakat</i> and the arrangement of the <i>dhamir</i> is incorrect.	It is not in accordance with the rules of <i>sharf</i> and confusing.
في الحَرَكَاتِ	في الحَرَكَاتِ	ح-ر-ك	<i>Ism</i> (Noun)	'الحركات' is the correct plural, not 'الحَرَكَاتِ'.	Wrong plural form, violating <i>wazan</i> .
الْبَرَكَاتُ	الْبَرَكَاتُ	ب-ر-ك	<i>Ism</i> (Noun)	The addition of the letter <i>alif</i> makes the word a misshape.	The word becomes an unknown form.
التَّعْمَلِ	أَنْ نَعْمَلَ	ع-م-ل	<i>Fi'l</i> (Verb)	The use of 'ال' in <i>fi'l mudhari'</i> is incorrect.	Verb structure errors.
الإِخْلَاصِ	الإِخْلَاصِ	خ-ل-ص	<i>Ism</i> (Noun)	Incorrectly spelling the first letter of the root (ح replaced by خ).	Change the total meaning of the word.
الْعُلُومُ الْمُنْفَعَةُ	الْعُلُومُ النَّافِعَةُ	ن-ف-ع	<i>Ism</i> (Noun)	'المنفعة' is <i>ism</i> , when it should be the nature (<i>na't</i>) of 'العلوم'	It does not fit the structure of <i>na't-man'ūt</i> .
وَصِيْلَةً	وَسِيْلَةً	و-س-ل	<i>Ism</i> (Noun)	The letter 'ص' does not correspond to the root of the word.	Changes in meaning and confusion of forms.
صُبَّةُ الْأُسْتَاذِ	صُحْبَةُ الْأُسْتَاذِ	ص-ح-ب	<i>Ism</i> (Noun)	Omission of ح: The letter ح is mistakenly replaced with a <i>shaddah</i> on the letter ب in the word صُبَّةُ.	The meaning changes and the word has no meaning.
كَيْلَهُمَا	كِلَاهُمَا	ك-ل-و	<i>Ism</i> (Noun)	Errors in <i>harakat</i> and structure in the double word (<i>musanna</i>).	Double forms are so invalid and confusing.

To demonstrate how the morphological error-tracking matrix operates in actual data, the following example illustrates the analysis process for one of the

students' erroneous word forms. The incorrect form الكُتُوبُ was mapped into the matrix using the structured identification steps: (1) documenting the inaccurate written form; (2) tracing the intended pattern (وزن) and the correct plural structure; (3) determining the root ك-ت-ب (جذر); (4) categorizing the error type as plural noun formation; and (5) analyzing the linguistic impact on meaning. Through this mapping, the matrix clarifies that الكُتُوبُ violates the expected wazan of broken plural and the correct form الكُتُبُ must be produced. This example shows that the matrix does more than record error occurrences—it functions as a diagnostic pedagogical tool that helps students recognize underlying morphological structures and correct their usage with linguistic precision. In this way, the integration of this matrix enables systematic tracking of recurring error patterns and directs instructional intervention in morphology learning within writing practices.

This table not only serves as a record of error data, but also as linguistic evidence of students' weak understanding of the rules of word formation in Arabic. Thus, the inclusion of this table is not only descriptive, but also analytical and argumentative. This table is also the basis for compiling pedagogical recommendations related to strengthening morphological material (sharf) in Arabic language learning, especially at the level of writing production. The errors identified provide clear direction for teachers or teachers in designing more effective teaching strategies to address specific morphological problems.

Interpretation and Reflection on the Causes of Morphological Errors

The morphological errors found in the writing of the students' weekly insha' reflect the persistent limitations in the mastery of sharf science comprehensively. This phenomenon shows that the understanding of the rules of word formation in Arabic has not been fully permeated in the practice of writing.³³ Many of the observed inaccuracies arise from misapplication of morphological patterns, affecting fi'l, ism, and plural and musanna. In addition, interference with the mother tongue, the tendency to transfer structure from Indonesian to Arabic, and the lack of applicative practice also worsen morphological accuracy in writing.³⁴

Another significant factor is the limited depth and analytical rigor in teacher feedback, which often results in students being unaware of the errors they repeatedly make. In the absence of a systematic correction mechanism, these inaccuracies become fossilized, reappearing consistently in their writing. Therefore, the preparation of morphological error tables in this study is clear

³³ Muhamad Solehudin and Yusuf Arisandi, "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 423–38, <https://doi.org/10.23971/altarib.v12i2.9170>.

³⁴ Khoirul Bariyah et al., "Mother Tongue Interference in Speaking Arabic of Darul Lugah Waddirasatil Islamiyah Boarding School Santriwati," paper presented at International Symposium on Religious Literature and Heritage (ISLAGE 2021), Malang, Indonesia, 2022, <https://doi.org/10.2991/assehr.k.220206.015>.

evidence of the importance of a more integrative, applicative, and practice-oriented learning approach. Through detailed mapping of the types and causes of errors, teachers can be more directed in designing appropriate pedagogical interventions to improve the morphological accuracy of students in writing Arabic.³⁵

The findings of morphological errors collected from the students' writings indicate that there is a gap between the teacher's expectations and the understanding that the students have of learning sharf. In practice, the teacher report delivering the sharf material systematically through the method of memorizing wazan, recognizing the root of the word, and practicing the conversion of word forms.³⁶ However, students often perceive sharf as a set of technical rules detached from authentic language use, especially in free-writing tasks. This disconnect emerged clearly from the researchers' in-depth interviews with both teachers and students, as follows;

Table 2. Reflection matrix of perception differences between teachers and students

Aspects	Teacher's Perception	Perception of the Student
Sharf Learning Objectives	Understand word structure in order to identify the form and function of words in sentences	Memorizing wazan and changing the form of words without understanding the context
Methods Used	Theory + Written exercises + Periodic repetitions	Dominance of memorization and filling of tables, minimal writing practice
Learning Focus	Accuracy of form and use of words in sentences	Answer questions according to the format without relating to their use in the essay
Evaluation	Based on the results of repetition and structure exercises	Rarely directly associated with writing errors
Necessity	Students must actively apply in writing	Teachers need to provide applicative and contextual corrections

This reflection emphasizes that sharf learning needs to be more directed to an applicative approach that directly links theory and writing practice. When morphological theory is taught dryly without being contextualized in sentences and discourses, students tend to memorize without understanding, so they are prone to making mistakes in the essay. Therefore, the shift from mechanical sharf learning to a communicative-conceptual approach is crucial to bridge this perception gap.

³⁵ Achmad Tito Rusady and Rizki Gumliar, "Development of an Arabic Writing Skills Textbook Based on Collocations," *Research and Development in Education (RaDEn)* 4, no. 2 (2024): 1030–42, <https://doi.org/10.22219/raden.v4i2.36229>.

³⁶ Endry Boeriswati et al., "The Development of Assessment Rubric of Arabic Language Writing Based on National Qualifications Framework of Indonesia," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 261–77, <https://doi.org/10.24042/albayan.v15i1.16302>.

Triangulated data from interviews, classroom observation notes, and written document analysis consistently indicate that students struggle to apply sharf rules accurately in real writing contexts. This issue is reflected in the statement of one morphology teacher who explained, *“Most students can complete wazan transformation exercises correctly, but when they are asked to write freely, they return to the basic form or produce incorrect forms because they do not understand how to apply the rules in sentences”* (Interview, Sharf Teacher, 2025). This finding is supported by a student’s comment: *“I can do the exercises on the board, but when writing an essay, I get confused about choosing the correct word form, so I often make mistakes without realizing it”* (Interview, Student of 4 KMI, 2025). Classroom observations further reveal that teachers prioritize memorization and drilling of taṣrīf tables, while limited scaffolding is provided for applying morphology in contextual writing. This instructional pattern helps explain why errors in derivation and verb conjugation repeatedly occur and remain unresolved.

The results of this study revealed that a series of significant morphological errors in the writing of the students' weekly insha', which reflected the limitations in their mastery of sharf science. From the analysis carried out, 13 types of errors were found that were categorized based on the form of fi'l, ism, and the inappropriate use of root words. These errors are often caused by inaccuracies in applying the pattern of changing the form of words, as well as interference from the mother tongue which results in students having difficulty understanding the morphological structure of the Arabic language. In addition, interviews with teachers show that the lack of in-depth and analytical feedback contributes to the students' difficulties in recognizing and correcting repeated mistakes. Collectively, these findings confirm the need for a more integrative and applicative learning approach in the teaching of sharf, where teachers can design more effective teaching strategies to improve the morphological accuracy of students in writing Arabic. Thus, this study contributes new insights into overcoming the challenges faced by students in learning morphology, as well as offering recommendations to improve the quality of teaching in Pesantren.

Conclusion

This research highlights the importance of a comprehensive and systematic understanding of morphological aspects in learning Arabic in Pesantren, especially in the context of writing, insha'. The findings regarding morphological errors that are common among students show the need for reform in teaching methods that are more applicable and contextual. By integrating more interactive approaches, such as digital learning media and practice-focused exercises, students are expected to overcome difficulties in understanding and applying sharf rules more effectively. This research also opens up space for further research to explore innovative teaching strategies and develop tools that can support the learning of

Arabic morphology. Strengthening these aspects is crucial for improving both teaching quality and students' morphological competence, enabling them to communicate more accurately and confidently in Arabic across academic and social contexts.

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Author Contribution Statement

ACS conceptualized the study, designed the research framework, and supervised the overall project implementation. AFN conducted data collection, organized classroom observations, and carried out qualitative data coding. IM contributed to the analysis of morphological errors and the development of the morphological error-tracking matrix. MKM assisted in literature review, theoretical validation, and refinement of the manuscript in its final form. All authors contributed equally to the interpretation of data, discussion of findings, and the preparation of the final version of this article.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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